

**TEACHING LITERACY IN TENNESSEE:  
UNIT STARTER STUDENT ACTIVITY PACKET  
GRADE 3 ELA UNIT CONNECTED TO  
SOCIAL STUDIES (INTERDEPENDENCE)**

**Task 1:** What would Sozap and Gaqka want you to know about the importance of stories to their tribes? Working with a partner, create a two-voice poem to share the perspective of each boy and include how storytelling impacted their ways of life in similar ways. A graphic organizer is included here to help you and your partner gather your thoughts. A template for your two-voice poem is also included.

After you have written your poem, rehearse the reading of your poem with your partner and one of you will be reading Sozap's perspective. The other partner will read the perspective of Gaqka. You will join together in unison to read the lines of the poem that share a similar perspective.

Remember that your poem should:

- be clear and coherent;
- follow the format of a two-voice poem;
- capture the perspectives of both characters; and
- be shared fluently with two voices for your classmates.

### Brainstorming Graphic Organizer

Person 1: Sozap	Both	Person 2: Gaqka

Task 1, Poem Template:

Person 1: Sozap		Person 2: Gaqka

[illegible]

**Task 2, Part B:** Be prepared to share your opinion with a partner. Helpful conversation stems might include:

- In my opinion, American Indians...
- I disagree with you because...
- Things would have been very different if...
- What questions do you have about my ideas?

As you talk with your partner remember to:

- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

**Task 3:** The third graders in your school are not getting along at recess. Each class is arguing about the playground equipment and not sharing with the other classes. Based on what you have learned from the Iroquois Confederacy and the Great Law of Peace, and how this important agreement united the tribes and allowed them to live in peace, with a partner, write a Great Law of Peace that will help the third graders at your school play together in peace and thrive.

Your Great Law of Peace should include:

- at least three laws which include the key ideas of representation from each class, “speaking with one voice”; and
- at least three sentences for each law that explain what the law is and how it will help bring peace among the classes.

Our Great Law of Peace

**Task 4:** In *Hiawatha and the Peacemaker*, the Peacemaker uses Hiawatha to spread the message of the Great Law of Peace while at the same time helping Hiawatha heal his own heart.

Imagine you are Hiawatha and you have been asked by your tribal chief to share your story about the Peacemaker and the Great Law of Peace with young children in your clan. Using key details from the text, explain how your actions contributed to creating peace among the tribes.

Your writing should:

- establish a situation by including characters and organizing an event sequence that unfold naturally;
- use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.

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**Task 5:** Imagine you are a colonist from New England visiting a longhouse village for the first time. Write a journal entry describing the way of life in the longhouse village and how the tribe works together to supply their basic needs and wants.

As you write your journal entry, remember to:

- introduce your topic;
- include details about the homes, way of life, and leadership in the village;
- use linking words or phrases to connect your ideas; and
- provide a sense of closure.

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**Task 6:** Create a group poster that provides examples of gathering, with various hunting and fishing techniques or rituals in the Northeast. Your poster should:

- depict 3 to 4 tribes and their gathering, hunting, or fishing techniques;
- include captions with important vocabulary words for your illustrations to help explain seasonal or regional impact on their resources or techniques; and
- include labels for your drawings to identify the animals or point out specific tools used.

**Group Responsibilities:**

- Each group member should be responsible for adding an example of gathering that might be done, or a hunting/fishing technique or ritual.
- Each group member should also add appropriate captions and labels with vocabulary to the any illustrations.
- After completing your poster, collaborate with another group to share your posters. Each group member will share his/her contributions to the poster.

**As you talk with other groups, remember to:**

- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

Use this page to sketch your ideas for the poster.

**Task 7, Part A:** Imagine you are a member of the Choctaw tribe in the Southeast after the orphan boy introduced corn to your village. As you express your thoughts and feelings, explain what your life was like before growing corn and how different it is now.

As you write your paragraph, remember to:

- establish a situation narrated by a member of the Choctaw tribe that compares life before and after learning to plant corn;
- use dialogue and/or descriptions of actions, thoughts, and feelings to show how you respond to the situation;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.

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**Task 7, Part B: Role Play Partner Activity:**

Take on the role of grandparent telling your grandchild about the impact that corn had on your village. Think back to how Grandfather spoke to Sozap in *Thirteen Moons on Turtle's Back* and all that you learned about listening and respect for the earth. Also, remember how you depend upon the natural world for survival.

Choose a partner to represent your grandchild. Reverse roles after completing your turn.

As you tell your story:

- use appropriate relevant facts;
- add descriptive details; and
- speak clearly at an understandable pace.

As you write your speech, remember to:

- [illegible]

13

**Task 9, Part A:** Based on what you have learned about the Cherokee people, work with a partner or small group to create a story or stomp dance that explains or celebrates an aspect of nature important to the Cherokee belief system or way of life. Afterwards, be ready to share the significance of the story or dance with another group.

Your creative work should:

- be a story or stomp dance connected to the Cherokee lifestyle; and
- explain or celebrate an aspect of nature important to them.

Use this page to sketch your ideas for the traditional story or stomp dance.

**Task 9, Part B:** Use these prompting questions to guide your discussion.

**How would you explain your dance or your story?**

**What is the significance of your story or stomp dance?**

**How does your story or stomp dance connect to the Cherokee lifestyle or celebrate nature?**

**Why could this story or dance have been important to the Cherokee people?**

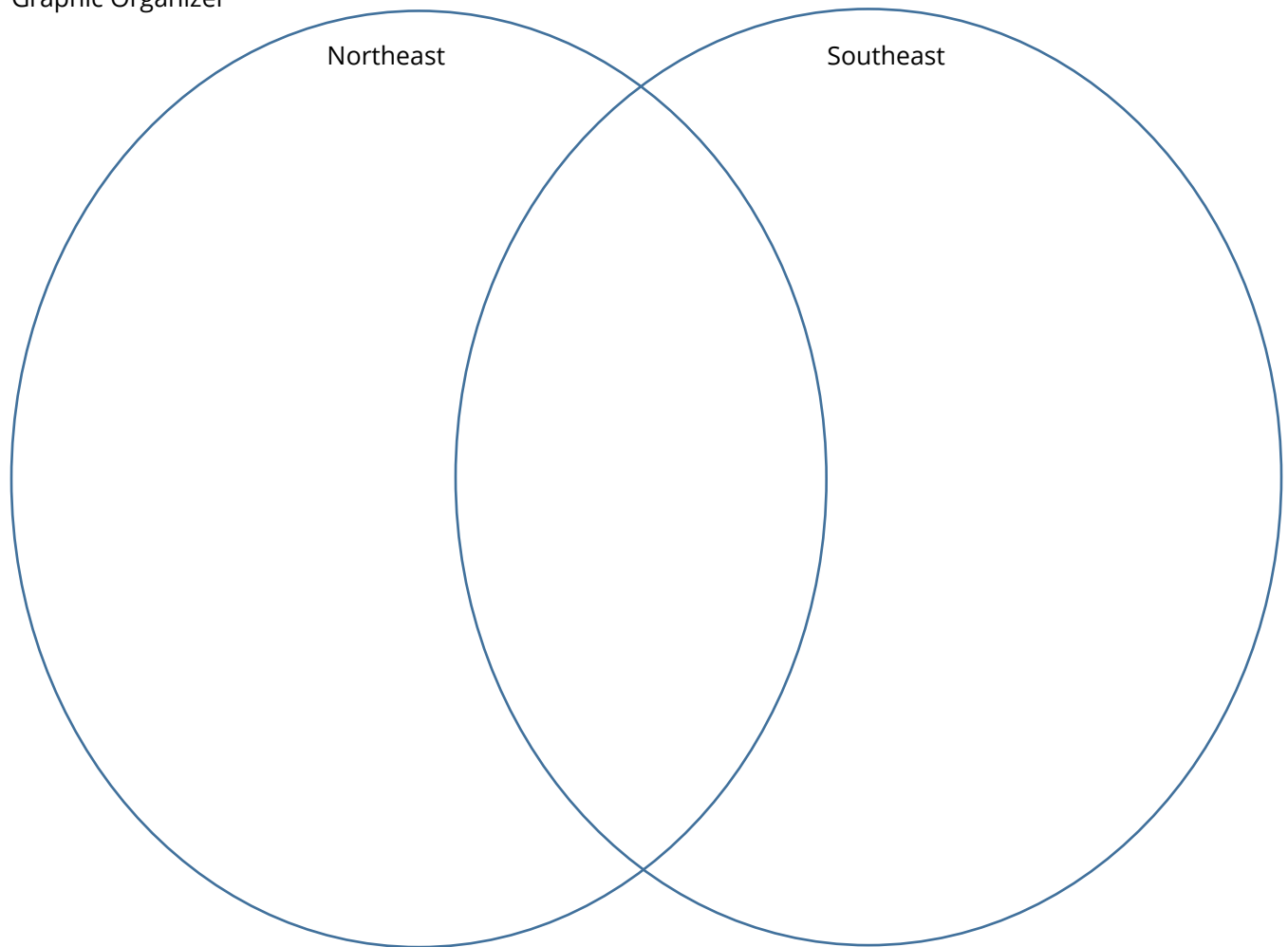
As you share remember to:

- orally express the significance of the story or stomp dance;
- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

**Task 10, Part A:** Explain the similarities and differences of the hunting and fishing practices of the Northeast and Southeast tribes. How were each of these people groups dependent upon and influenced by the region and its resources?

Partner Activity: To help you compare and contrast the hunting and fishing practices of the tribes of these regions, work with a partner to complete the graphic organizer below. Both you and your partner will be responsible for representing a different region and considering the differing regional practices. Together, decide which hunting and fishing practices are the same.

Graphic Organizer





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**Task 10, Part C:** After completing your writing, share your work with a different classmate. Discuss the similarities and differences you each wrote about. As you talk with your partner remember to:

- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

Helpful conversation stems might include:

- I agree with you about...
- I disagree with you because...
- What questions do you have about my ideas?

**Task 11:** Using information from *Native People of the Plains* and “How the Buffalo Came to Be”, collaborate with a partner to create an acrostic poem and graphic representation that explains how the hunting of the buffalo impacted the ways of life for the Plains Indians. Be prepared to present your acrostic poem and explain your graphic to your classmates.

Your acrostic poem should:

- use the letters of the word bison or buffalo to begin each line of the poem;
- include all lines relating to the focus word;
- include details and vocabulary from the texts; and
- include examples of the impact of the buffalo to the Plains Indians' survival.

Your graphic representation should:

- represent American Indian artwork that might be found on clothing or tipis; and
- support the message of your poem.

Your presentation should:

- provide relevant facts and descriptive details about your topic; and
- include clearly spoken words and appropriate pacing.

Use this page to draft your ideas for your poem and the next page for your final acrostic poem and graphic representation.

**Task 11:** Final Acrostic Poem and Graphic Representation

**Task 12:** Imagine you are a horse trader who traded horses for buffalo fur with a Plains American Indian tribe. You are telling other horse traders how your horses improved the hunting practices of the Plains American Indians. Using information from *Native People of the Plains*, *The Girl Who Helped Thunder*, and *Hunting with the Native Americans* describe how your horses helped the Plains American Indians thrive in their hunting practices and everyday way of life.

As you write your paragraph, remember to:

- introduce your topic;
- include facts and details about hunting practices using horses;
- use linking words or phrases to connect your ideas; and
- provide a conclusion.

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**Task 13:** Your group has been asked to create a circle timeline of the history of the Nashua River to display in the Fitchburg, Massachusetts Public Library. Think about the important events we read about within the text, the Author's Note, and the dates listed inside the cover of the text. Consider how the river changed throughout these years.

Your group's poster will include a summary of major events that occurred around the Nashua River Valley from the first settlement of American Indians to the present. After completing your group circle timeline, write an individual narrative paragraph from the perspective of the river in your student packet.

Your group circle timeline should include:

- labels of dates ranging from the first American Indian settlement to present times;
- 4-5 events that significantly impacted the Nashua River;
- a sentence or more explaining what happened in each section of the timeline;
- illustrations depicting the impact on the river throughout each event on the timeline; and
- collaborative contributions with co-construction from each group member.

As you write your individual paragraph, remember to:

- establish a situation narrated by the river using dialogue and/or descriptions of thoughts and feelings it might have felt based on the actions of the American Indians and English settlers, as well as, the effects of progress in modern times;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.

Use this page to draft your ideas for your poem and the next two pages for your final circle timeline and paragraph.

**Task 13, Part A: Circle Timeline**

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As you write your opinion paragraph, remember to:

- [illegible]

Be prepared to share your opinion with a partner. Helpful conversation stems might include:

- As you talk with your partner remember to:

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**End of Unit Task:** In preparation for an upcoming Indian educational powwow and festival, the NAIA of Tennessee (National American Indian Association) has asked us to provide input on what information to include in the festival exhibits. These real life exhibits should demonstrate how American Indians survived and thrived in the past and educate festival goers with information that can be used to better their own lives and prompt them to consider how we can show more respect for the earth, work cooperatively through sharing with others, and engage with others peacefully and lawfully.

Part A:

Write a letter to the NAIA Powwow Committee explaining what information to include in the real life exhibits, and why you feel it would be important for those attending the festival. The letter should:

- include an introduction and conclusion;
- use evidence from our unit's texts to highlight dependence upon the land for their basic needs and wants, cooperative interactions with different tribes through trade and agreements, and development of tribal relationships through their own customs and laws;
- incorporate important vocabulary from our learning;
- explain why this information would be important for sharing that day; and
- include all parts of a friendly letter (i.e., heading, greeting, body, closing, and signature).

Part B:

Using information from all three regions of study from this unit (i.e., Northeast, Southeast and Plains), include diagrams of what the possible real life exhibits might look like to accompany your letter. Your diagrams should include three separate sections and include drawings with labels that illustrate:

- dependence upon the land;
- cooperation with others through trade and agreements; and
- cooperation within the tribe through customs and laws.

Part C:

Write explanatory paragraphs, as captions, detailing the diagrams of the exhibits that might be chosen to display at the powwow and provide reasons why those aspects should be included. The explanatory paragraph should:

- introduce the region's exhibit;
- include group-related information together to provide clarity to the committee members;
- develop your ideas about why certain aspects should be included in the exhibit with facts, definitions, and details;
- use linking words and phrases to connect ideas within the categories of information displayed in your diagram;
- use precise language to inform the committee members about the exhibit; and
- provide a conclusion.

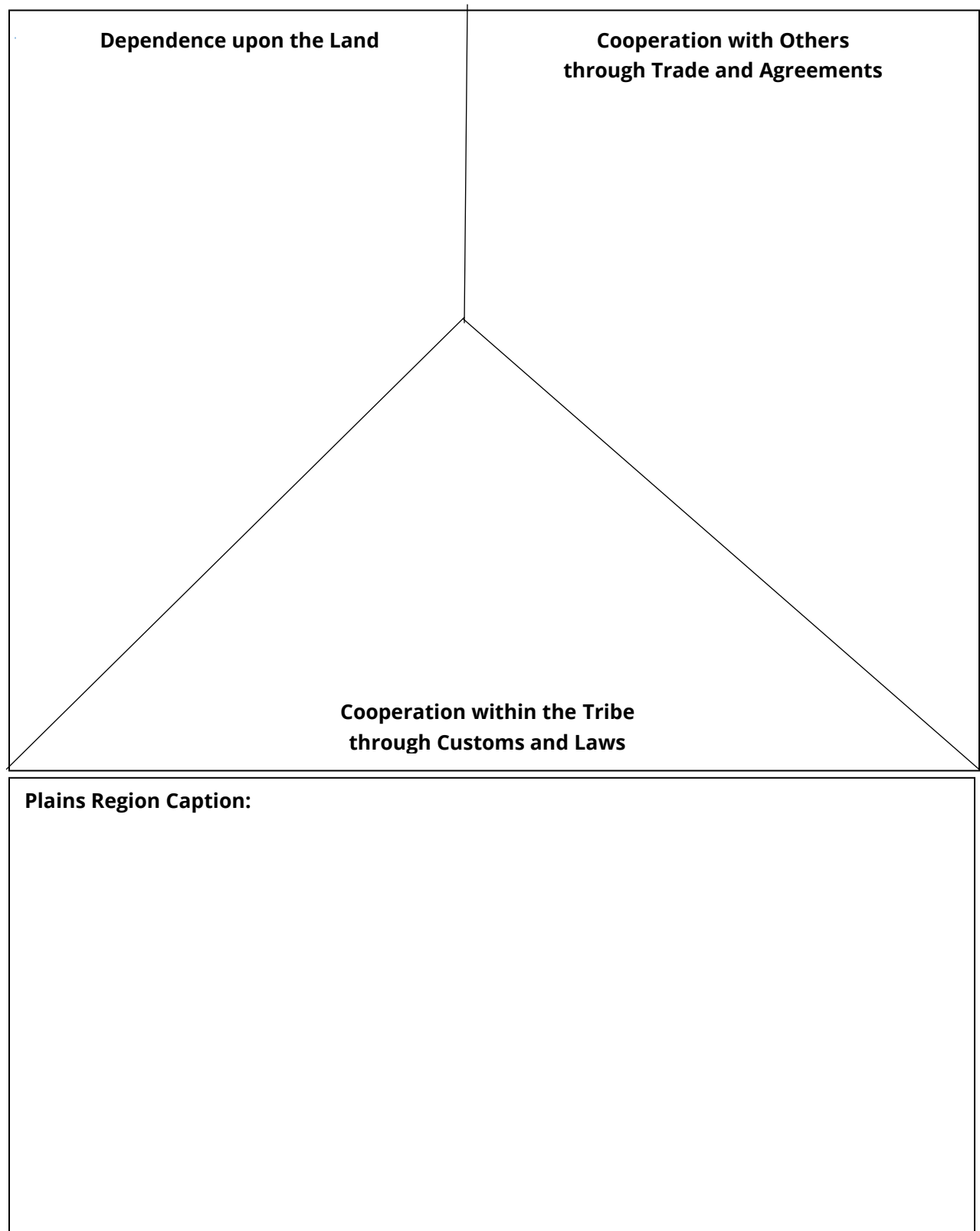
Remember to use the regional anchor charts, the Essential Question chart, and your Student Packet to guide your thinking for your letter, diagrams, and captions.

[illegible]

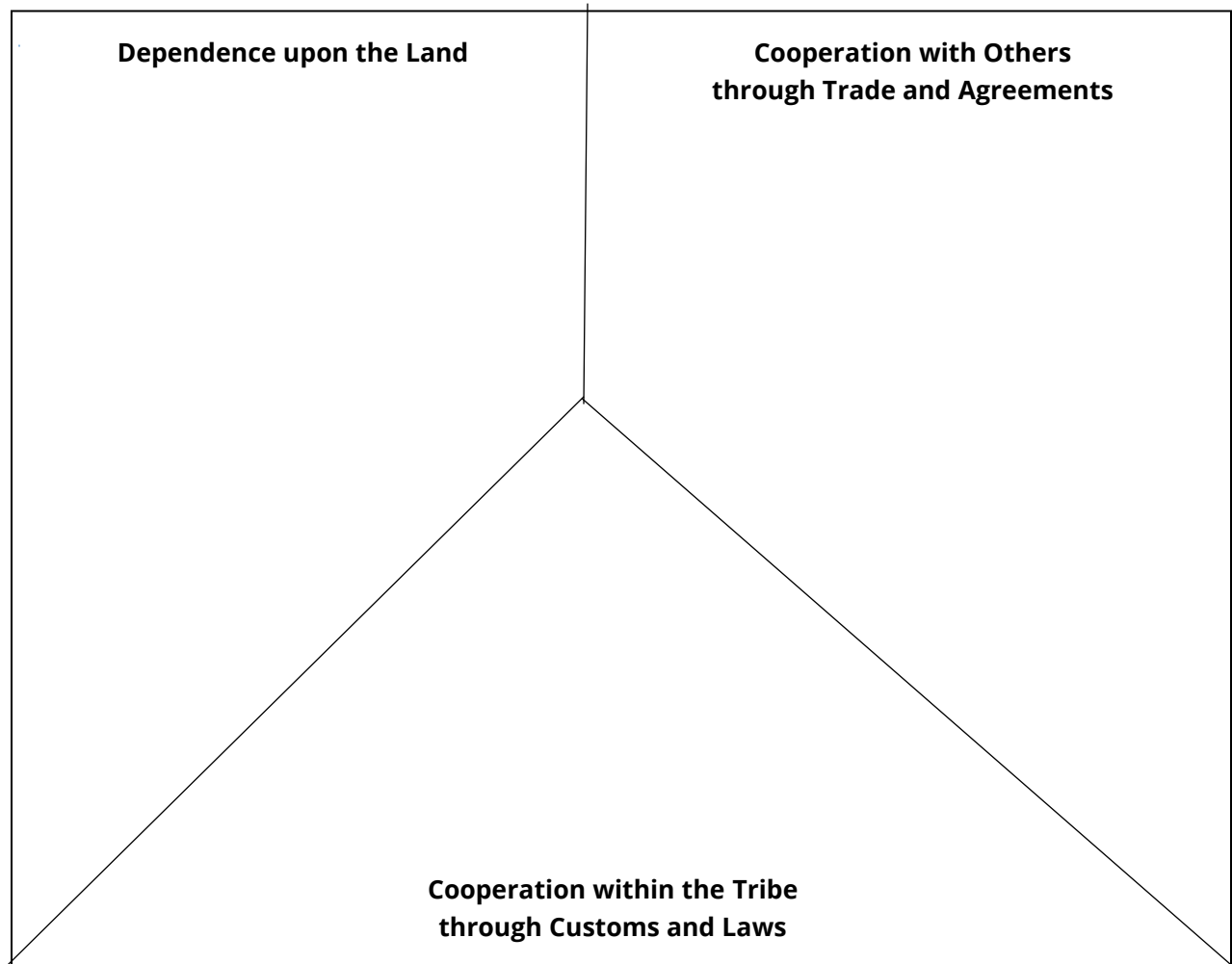
**End of Unit Task, Parts B and C: Northeast Region Diagram and Caption**

<b>Dependence upon the Land</b>	<b>Cooperation with Others through Trade and Agreements</b>
<b>Cooperation within the Tribe through Customs and Laws</b>	
<b>Northeast Region Caption:</b>	

**End of Unit Task, Parts B and C, Plains Region Diagram and Caption:**



**End of Unit Task, Parts B and C, Southeast Region Diagram and Caption:**



**Southeast Region Caption:**